

How students learn in a problem-based curriculum

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Stellingen

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How Students Learn in a Problem-based Curriculum

Diana Dolmans

- 1 Teaching should be aimed at fostering students' ability to become architects of their own knowledge and should encourage them to eventually take full responsibility for their own learning.

Bron: Glaser, R. (1991). The Maturing of the Relationship between the Science of Learning and Cognition and Educational Practice. *Learning and Instruction*, 1, 129-144.

- 2 De vanzelfsprekendheid waarmee conventionele curricula verondersteld worden het leren van studenten te bevorderen, lijkt omgekeerd evenredig aan de verantwoording die innovatieve curricula moeten afleggen over het leren van studenten in die programma's.
- 3 Het feit dat medische studenten een voorkeur hebben voor fysiologische en biologische onderwerpen boven psychologische en sociologische onderwerpen hangt waarschijnlijk nauw samen met het belang dat artsen hechten aan deze onderwerpen.
- 4 Alhoewel het 'coveritis' syndroom in tegenspraak lijkt te zijn met zelfwerkzaamheid in probleemgestuurd onderwijs, worden in dit proefschrift beide concepten met elkaar verenigd.
- 5 De veronderstelling dat geen sprake kan zijn van leren door studenten indien de stof niet aangeboden wordt in de vorm van colleges, getuigt van een gebrek aan inzicht in hedendaagse theorieën over leren en cognitie.
- 6 Since expert tutors tend to take a more directive role in tutorials: they spoke more often and for longer periods, provided more direct answers to the students' questions, and suggested more of the topics for discussion, the development of students' skills in active, self-directed learning as an important goal of problem-based learning will become in danger.
Bron: Silver, M. & Wilkerson, L. (1991). Effects of Tutors with Subject Expertise on the Problem-based Tutorial Process. *Academic Medicine*, 66, 5, 298-300.
- 7 Het belonen van prestaties in onderwijsactiviteiten aan universiteiten dient gepaard te gaan met een verdergaande professionalisering van docenten.
- 8 Alhoewel vrouwen absoluut gezien gemiddeld zes jaren langer leven dan mannen, is het percentage 'gezonde' levensjaren van vrouwen kleiner dan dat van mannen.
- 9 De afgestudeerden van 'morgen' zullen ook zonder verkorting van de studieduur als minder competent beschouwd worden door de afgestudeerden van 'gisteren'.